2016 - 2017 Annual Assessment Report

Bachelor of Science Strategic Communication



School of Media & Strategic Communication Strategic Communications – Bachelor of Science

Assessment Report Form 2016-2017

Date of Report: 8/30/2017

Name of Person Submitting Report: Gina J. Noble, Associate Director of Undergraduate Studies, School of Media & Strategic Communications

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2016-2017: 210

Number of students graduated in 2016-2017: 77

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

| | Critical thinking |
|---|----------------------------------|
| | Creativity |
| | Global awareness |
| | Appreciation for the liberal art |
| | Adaptability |
| | Problem solving skills |
| | Diversity |
| | Leadership |
| П | Community involvement |

C. University Assessment Funds

D. Student Learning Outcomes

NOTE...We have two degrees in strategic communications: a Bachelor of Science and a Bachelor of Arts. The only difference between the two is a foreign-language requirement in the Bachelor of Arts.

NOTE...The following student learning outcomes are the same for each of the six degrees in the School of Media & Strategic Communication because of accreditation requirements set by our accrediting council – the Accrediting Council on Education in Journalism and Mass Communication http://www.acejmc.org/policies-process/nine-standards/

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

| Assessment Method #1 – Graduating | Senior Surv | ey and Exit Int | erviews | |
|--|-----------------|----------------------------------|---------------------------------|---|
| Learning Outcomes 1, 2, 3, 5, 8 | | | | |
| | | | | |
| D1) Student Learning Outcome #1: S | tudents will | demonstrate | an appreciat | ion of the constitutional |
| freedoms, legal issues and ethical pri | | | | |
| | | | | |
| Identify opportunities for students to learn th | | | | |
| Students are required to take MC 2003, Media ethical considerations professionals in the field | d may face. St | idents are requir | ed to take MC 41 | 163. Mass Communication Law, and MC |
| 4143, Ethics and Issues in Mass Communication | n; both classe | s cover this stude | ent-learning outc | ome. |
| | | | | |
| How many students were included in the ass | essment of th | s outcome? | | |
| 5 | | | | |
| How were students selected to participate in | the assessme | nt of this outcon | ne? | |
| Using a "graduating seniors" list provided by a | cademic coun | selors, 10 SC nan | nes were random | lly selected using |
| www.randomizer.com. Each student was ema then selected using the randomizer software. | | participate in a | senior exit interv | lew; all said yes. Five students were |
| then selected using the randomizer software. | | | | |
| Assessment Methods | | Charle all that are | m h s | |
| Identify the method(s) used to assess this learn | ning outcome. | Cneck all that ap | piy. | |
| ⊠Survey | □Satisfactio | n Survey | | ⊠Interviews |
| ☐ Rating of skills (e.g., rubrics) | □Benchmar | | | □Performance or jury |
| ☐ Analysis of written artifacts | | effectiveness re | lative to | □Visual collection (photos, videos, etc. □Review of student research |
| □Comprehensive, certification, or | professional | standards thesis/dissertation | on/ creative | Other (please specify): |
| professional exam(s) | component | tilesis/uissertati | on creative | Dottler (please specify). |
| Oral presentation | Capstone | nroject | | |
| ☐Course project | □Internship | | | |
| | | | 11 | 4 |
| Describe the how the assessment method wa | as implemente | ed, administered | and/or conduct | ted. |
| Surveys and interviews were conducted with process the assessment coordinator / associate direct | graduating ser | five SC senior evi | ureu Learning Ot Finterviews | utcomes 1, 2, 3, 3 & 6. |
| First, they were asked to take a survey for Lea | rning Outcom | es (See appendix | | |
| Next, they were asked to talk about their learn | ning experienc | es in the major - | questions were | embedded in the conversation to |
| measure Learning Outcomes (see appendix). | | | | |
| Did your department/program faculty have a | anal set for t | his learning outc | ome? ⊠Ye | es 🗆 No |
| The goal was to receive a mean score of at lea | st 4 (out of 5) | on each question | on the senior ex | |
| graduating seniors "agree" they understand a | nd have an ap | preciation for the | constitutional fr | reedoms, legal issues and ethical |
| considerations involved in mass communication | on. This was th | e first year to sp | ecify a goal, and | the goal was based on 2016 results. |
| Provide a summary of the results from the as | ssessment of L | earning Outcom | e 1. | |
| Learning Outcome #1 score: 4.4 out of 5 poin | | | | |
| The scale ratings included: | | | 4 | |
| 5 – strongly agree 4 – agree 3 | - neutral | 2 – disagree | 1 – strongly d | iisagree |

What do the results suggest about student achievement of this learning outcome?

4 – agree

3 - neutral

5 – strongly agree

The score indicates students were very satisfied with their knowledge of constitutional freedoms, legal issues and ethical principles in mass communication. Three students "strongly agreed" they had a good understanding of the First Amendment, one student "agreed" she was more comfortable discussing constitutional freedoms and legal issues that are media related, and one student was "neutral" regarding her understanding of this Learning Outcome.

During the interview, all students agreed they have gained knowledge during their coursework regarding constitutional freedoms and ethical principles. All students recalled hearing about law and ethics in multiple classes. Two said they struggled to understand ethical principles taught in SMSC, but they had learned about same ethical principles in Philosophy and Religion, which made them more comfortable using the theories. Another student said she felt the ethical principles were repeated in Introduction to Strategic Communications, Religion and Ethics – she said she was thankful to hear the principles repeated across classes and departments.

The School should continue to discuss constitutional freedoms and ethical considerations across its curriculum, and more classes should include ethical principles if possible.

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All SMSC students are required to take the core course, Media In A Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Diversity is also covered in the Introduction to Strategic Communications required course, which all strategic communication majors are required to take. Many courses in strategic communications discuss diversity, including Persuasive Writing, Graphic Design, Research Methods, Campaigns and Media & Markets.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a "graduating seniors" list provided by academic counselors, 10 SC names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

| Survey ☐Rating of skills (e.g., rubrics) ☐Analysis of written artifacts ☐Comprehensive, certification, or professional exam(s) ☐Oral presentation ☐Course project | □Satisfaction Survey □Benchmarking □Measuring effectiveness relative to professional standards □Review of thesis/dissertation/ creative component □Capstone project □Internship | □Pe □Vis □Re | terviews erformance or jury sual collection (photos, videos, etc.) eview of student research ther (please specify): here to specify. |
|--|---|--------------------|---|
| Surveys and interviews were conducted The assessment coordinator / associate of the first, they were asked to take a survey as | od was implemented, administered, and/or con- with graduating seniors, which measured Learnin director conducted six senior exit interviews. nd rank their skills for learning outcomes. (See ap r learning experiences in the major – questions w dix). | g Outcom | |
| Did your department/program faculty h | nave a goal set for this learning outcome? | ⊠Yes | □No |

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. This was the first year to specify a goal, and the goal was based on 2016 results. Provide a summary of the results from the assessment of Learning Outcome 2. Learning Outcome #2 score: 4.8 out of 5 points. Goal achieved. The scale ratings included: 1 - strongly disagree 3 - neutral 2 - disagree 4 - agree 5 - strongly agree What do the results suggest about student achievement of this learning outcome? Students' survey scores were 4.8/5, which indicates students strongly agreed and were satisfied in their learning and understanding of diversity issues in mass communications. Four students "strongly agreed" and one student "agreed" they had a good understanding of diversity issues. During the interview, all students agreed they felt confident in their understanding of diversity issues and all agreed they had discussed diversity in several SC classes, mainly regarding audiences. The School should continue to discuss diversity across its curriculum. Timeline for the Assessment ☐ Every other year ☐ Each Semester D3) Student Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications. Identify opportunities for students to learn this outcome during the 2016-2017 academic year: All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, strategic communications students are exposed to the history of advertising, public Relations and strategic communications in the Introduction to Strategic Communications course. Finally, an elective course in History of Mass Communications is consistently offered to students. How many students were included in the assessment of this outcome? How were students selected to participate in the assessment of this outcome? Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8. The assessment coordinator / associate director conducted five SC senior exit interviews. First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix). Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix). **Assessment Methods**

Comprehensive, certification, or

professional exam(s)

□ Oral presentation

□ Course project

Identify the method(s) used to assess this learning outcome. Check all that apply.

⊠ Survey

☐Rating of skills (e.g., rubrics)

☐ Analysis of written artifacts

☐ Satisfaction Survey

professional standards

☐ Measuring effectiveness relative to

☐ Benchmarking

| | ☐ Review of thesis/dissertation/ creative component ☐ Capstone project ☐ Internship | ☑Interviews ☐Performance or jury ☐Visual collection (photos, videos, etc ☐Review of student research | ☐Other (please specify): Click here to specify. |
|---|---|--|---|
| | Describe the how the assessment method was Using a "graduating seniors" list provided by a www.randomizer.com. Each student was emathen selected using the randomizer software. | academic counselors, 10 SC names were a ailed and ask to participate in a senior exi | randomly selected using |
| | Did your department/program faculty have a The goal was to receive a mean score of at lea graduating seniors "agree" they understand a communications. This was the first year to spe | ast 4 (out of 5) on each question in the se and have learned a lot about the relevanc | e and need for diversity in mass media and |
| | Provide a summary of the results from the as Learning Outcome #3 score: 4.4 out of 5 poin | | |
| | What do the results suggest about student as Students' survey scores were 4.4/5, which ind of the history and societal role of mass comm good understanding of the history and societa | licates students strongly agreed and were unications. Four students "strongly agree | e satisfied in their learning and understanding ed" and one student "disagreed" they had a |
| | During the interview, four of the five students and role in society. One disagreed. | agreed they felt confident in their under | rstanding of mass communication's history |
| | The School is doing a good job of presenting a | and incorporating the history and societal | I role of mass communications in its curricula. |
| | Timeline for the Assessment | | |
| | □ Each Semester | ⊠Yearly | ☐ Every other year |
| | 04) Student Learning Outcome #5: Studencepts of mass communication. | dents will demonstrate an under. | standing of the relevant theories and |
| A | dentify opportunities for students to learn this | g core courses: Media in a Diverse Soci | ety, Electronic Communications, Mass |

lo

communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).

| Assessment Methods | -1 7 11 11 1 | |
|--|--|---|
| Identify the method(s) used to assess this le | | Management |
| ⊠Survey | ☐ Satisfaction Survey | ⊠Interviews |
| ☐ Rating of skills (e.g., rubrics) | ☐Benchmarking | ☐ Performance or jury |
| ☐Analysis of written artifacts | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc.) |
| ☐Comprehensive, certification, or | professional standards | ☐ Review of student research |
| professional exam(s) | ☐ Review of thesis/dissertation/ creative | ☐Other (please specify): |
| □Oral presentation | component | Click here to specify. |
| | ☐ Capstone project | |
| ☐Course project | □Internship | |
| Using a "graduating seniors" list provided b www.randomizer.com. Each student was en | was implemented, administered, and/or condu y academic counselors, 10 SC names were rando mailed and ask to participate in a senior exit inte | mly selected using |
| then selected using the randomizer softwar | re. | |
| graduating seniors "agree" they understand | e a goal set for this learning outcome? least 4 (out of 5) on each question in the senior of and have learned a lot about the relevance and specify a goal, and the goal was based on 2016 re | need for diversity in mass media and |
| Provide a summary of the results from the Learning Outcome #5 score: 4.4 out of 5 pc | e assessment of Learning Outcome 4. pints. Goal achieved. | |
| learning outcome as compared to other I | mass media theoretical concepts in their classon earning outcomes regarding their knowledge a ever, when asked specifically about theories an | and/or application of theoretical |
| The School should continue incorporating t should meet once per semester to discuss to | heoretical concepts of mass communications in curriculum in each class and what theories are ta | ts curricula. Each program's faculty ught in class. |
| Timeline for the Assessment | | |
| ☐ Each Semester | ⊠Yearly | ☐ Every other year |
| D5) Student Learning Outcome #8: management methods in mass com | Students will demonstrate an understand munication. | ling of relevant planning and |
| Identify opportunities for students to lear | rn this outcome during the 2016-2017 academic | year: |
| The following courses offer curriculum t | hat emphasize the importance of relevant plar egic communications: Persuasive Writing, SC N | nning and management methods in mass |
| How many students were included in the | assessment of this outcome? | |
| - | | |

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

| First, they were asked to take a survey and re Next, they were asked to talk about their lea Learning Outcomes (see Appendix). | ank their skills for learning outcomes. (See Apper arning experiences in the major – questions were | ndix). embedded in the conversation to measure |
|---|---|--|
| Assessment Methods Identify the method(s) used to assess this le | earning outcome. Check all that apply. | |
| Survey □Rating of skills (e.g., rubrics) □Analysis of written artifacts □Comprehensive, certification, or professional exam(s) □Oral presentation □Course project | □Satisfaction Survey □Benchmarking □Measuring effectiveness relative to professional standards □Review of thesis/dissertation/ creative component □Capstone project □Internship | ☑Interviews ☐Performance or jury ☐Visual collection (photos, videos, etc. ☐Review of student research ☐Other (please specify): Click here to specify. |
| Using a "graduating seniors" list provided | d was implemented, administered, and/or conde by academic counselors, 10 SC names were rando emailed and ask to participate in a senior exit inte are. | omly selected using |
| graduating seniors "agree" they understan | ve a goal set for this learning outcome? It least 4 (out of 5) on each question in the senior and have learned a lot about the relevance and specify a goal, and the goal was based on 2016 in | d need for diversity in mass media and |
| Provide a summary of the results from the Learning Outcome #8 score: 4.4 out of 5 p | e assessment of Learning Outcome 4. points. Goal achieved. | |
| indicated they developed a strong under Strategies course, the Media Markets co | nt achievement of this learning outcome? he importance of learning about planning and rstanding of media planning and management ourse, and the Capstone course, Campaigns; tw presenting and incorporating planning and mana | through the Management and o mentioned the Advanced PR Writing |
| Timeline for the Assessment | | * |
| ☐ Each Semester | ⊠Yearly | ☐ Every other year |

The assessment coordinator / associate director conducted five senior exit interviews.

Assessment Method #2: External Review of Graduating Senior Portfolios + Internship Supervisor Evaluations

Learning Outcomes 4, 6 and 7 assessed

D6) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 Media Style & Structure
- MC 2023 Electronic Reporting
- SC 3353 Persuasive Writing
- SC 3363 Graphic Design

Assessment Methods

☐Oral presentation

☐ Course project

- SC 3463 Event Planning
- SC 3953 Research Methods
- SC 4493 Advanced PR Writing

Click here to specify.

SC 4843 -- Campaigns

How many students were included in the assessment of this outcome?

18: Internship assessment (10) and Portfolios assessment (8)

How were students selected to participate in the assessment of this outcome?

- 1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. Ten percent of the Spring 2017 portfolio links were selected using the online randomizing tool, www.randomizer.com. Thus, of the 83 student portfolios received, 8 were selected for assessment for a total of 10 percent.
- Ten student internship evaluation forms were randomly selected (<u>www.randomizer.com</u>), which represented about 20 percent of the internship evaluations.

| □Survey | ☐ Satisfaction Survey | □Interviews |
|-----------------------------------|---|---|
| ⊠Rating of skills (e.g., rubrics) | ☐Benchmarking | ☐ Performance or jury |
| ☐Analysis of written artifacts | | ⊠Visual collection (photos, videos, etc.) |
| ☐Comprehensive, certification, or | professional standards | ☐ Review of student research |
| nrofessional exam(s) | Review of thesis/dissertation/ creative | Other (please specify): |

Describe how the assessment method was implemented, administered, and/or conducted.

In the portfolio assessment survey (see Appendix), Learning Outcome #4 is assessed in four categories:

component

⊠Internship

- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)

□ Capstone project

- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

*See Appendix For Excel Sheet / Results

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

| creative and in | ship Evaluation assessment survey (see Appendix), Learning Outcome #4 was assessed in one category: critical, independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a 7- |
|--|---|
| point-scale. | |
| 1 = | Not Applicable |
| 2 = | Understanding Not Demonstrated |
| 3 = | Demonstrated Only Slightly |
| 4 = | Demonstrated Occasionally |
| 5 = | Demonstrated But Needs Work |
| 6 = | Demonstrated Well |
| 7 = | Expertly Demonstrated |
| Did your denar | tment/program faculty have a goal set for this learning outcome? ☐ Yes ☐ No |
| External Review | ver Portfolio Assessment = the goal was to exceed 2016 scores, or better than a 4 out of 5. |
| Internal nevice | ssment = the goal was to exceed 2016 scores, or better than a 4.6 out of 7. |
| *New for 2017 | – one SMSC professor was selected to evaluate portfolios. |
| Provide a sum | mary of the results from the assessment of Learning Outcome 4. |
| External Review Internship Asse Indicates stude | vers - Portfolios - the mean score was a 3.66 / 5, which is lower than the 4 / 5 ranking in 2016. The goal was not met. ssment - the mean score was 6.7 / 7, which is a significant improvement from last years' score of 4.6. The score nts' ability to think critically, creatively and independently. The goal was met. |
| SMSC Professor | r - Portfolios – 3.9 / 5 |
| What do the re | esults suggest about student achievement of this learning outcome? |
| which is lower outcome with writing assign assignments b with portfolios professional p | The mean score for this learning outcome of demonstrating critical, creative and individual thinking was 3.66, than the previous year (4). The score indicates portfolios provided average representation of this learning room for improvement. Many of the professionals said there was not enough writing samples. Developing more ments across curricula (that meet industry standards and best industry practices) and requiring more writing e placed in the capstone portfolio is imperative. Furthermore, there needs to be more focus on helping students in all upper-level classes. Faculty need to review student portfolios in each class to help students produce a portfolio. Capstone professors should review portfolios at the beginning and mid-semester to help students professional work. |
| Assessment Co field to review However, man cause for cond | the way it recruits external reviewers, which may be the cause for lower portfolio scores. In 2017, the coordinator asked SMSC alumni who had at least three-to-five years' experience working the communications portfolios. In the past, SMSC used members of its Advisory Board to do the external portfolio reviews. By of the board members were no longer practicing professionals in the communications industry, which was ern when they reviewed student work. Industry practices and technology change often and review of student effect best industry practices. |
| past years. Sev | lluation score: The mean score of 6.7 indicates students are working and thinking more independently than in veral classes in SMSC's curricula focus on critical thinking and creativity, and the evaluation results indicate the s are prepared to think on their own and to think critically and creatively about audiences' and clients' needs. |

D7) Student Learning Outcome (16: Sea lents will demonstrate an understanding of the methods and rechniques of research and information gathering.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

⊠Yearly

Timeline for the Assessment

☐ Each Semester

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. They also need to have research skills to collect data for writing courses.

☐ Every other year

How many students were included in the assessment of this outcome?

18: Internship assessment (10) and Portfolios assessment (8)

How were students selected to participate in the assessment of this outcome?

- 1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. Ten percent of the Spring 2017 portfolio links were selected using the online randomizing tool, www.randomizer.com. Thus, of the 83 student portfolios received, 8 were selected for assessment for a total of 10 percent.
- 2. Ten student internship evaluation forms were randomly selected (<u>www.randomizer.com</u>), which represented about 20 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

| □Survey | Benchmarking | ☐Performance or Jury | |
|--|---|---|--|
| ⊠Rating of skills (e.g., rubrics) | | ☑Visual collection (photos, videos, etc.) | |
| □Analysis of written artifacts | professional standards | ⊠Review of student research | |
| □Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | Other (please specify): | |
| | ☐ Capstone project | Click here to specify. | |
| ☐ Oral presentation | ⊠Internship | | |
| ☐ Course project | ☐Interviews | | |
| ☐ Satisfaction Survey | Tillifei Alema | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- the ability to gather information effectively and competently (Excel Column H)
- 2. initiative and creativity in information gathering (Excel Column I)
- 3. use multiple methods and sources for research (Excel Column J)
- 4. to effectively communicate how the information was gathered (Excel Column K)

*See Appendix For Excel Sheet / Results

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #6 - an understanding of the methods and techniques used in research and information gathering.

Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

| Did your department/program faculty ha | ive a goal set for this learning outcome? | Yes □No |
|---|---|---|
| Provide a summary of the results from the Internship Assessment Score: The mean second Portfolio Assessment Score: The mean second Portfolio Assessment Score (Score) | ortfolio score), and better than 5 / 7 (2016 Internsione assessment of Learning Outcome 6. core was 6 / 7, which is a significant improvement ore was 3.73, which is slightly higher than the 2016 | over 2016. Goal achieved. |
| SMSC Professor Portfolio Score: 4/5 | | |
| still room for improvement. The faculty shall produce more writing samples. More | nt achievement of Learning Outcome 6? Inproving on their information gathering skills in in Inould find ways to incorporate more information g Writing samples give reviewers a better understar Outside professionals to make sure best industry p | rathering into class assignments, which inding of the students' information |
| Timeline for the Assessment | | |
| ☐ Each Semester | ⊠Yearly | □ Every other year |
| D8) Student Learning Outcome #7: | Students will demonstrate an understand | ling of the writing, editing and |
| production techniques of mass comm | nunication specialties. | |
| Public Relations Writing. In addition, strate capstone course by researching, developing the many students were included in the a | | demonstrate these skills in their |
| 18: Internship assessment (10) and Portfoli | os assessment (8) | |
| How were students selected to participate | in the assessment of this outcome? | |
| part of their capstone class. At the adva outcomes, The links to graduating stude | h artifacts created throughout the program and need level, the artifacts available in seniors' porents' digital portfolios were entered into a spreamline randomizing tool, www.randomizer.com . It for a total of 10 percent. | tfolios were used to assess the learning dsheet. Ten percent of the Spring 2017 |
| Ten student internship evaluation for percent of the internship evaluations. | ms were randomly selected (<u>www.randomizer.c</u> | com), which represented about 20 |
| Assessment Methods Identify the method(s) used to assess this | learning outcome. Check all that apply. | |
| □Survey | □Benchmarking | ☐Performance or jury |
| ☑Rating of skills (e.g., rubrics) | | |
| | professional standards | ☐ Review of student research |
| Comprehensive, certification, or | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): |
| professional exam(s) | ☑Capstone project | Click here to specify. |
| ☐ Oral presentation ☐ Course project | ⊠Internship | |

□Interviews

☐Satisfaction Survey

| Describe the h | ow the assessment method was implemented, administered, and/or co | onducted. | | |
|----------------------------------|--|----------------|----------------------------|------|
| In the Externa | Reviewers Portfolio assessment, Learning Outcome #7 is assessed in | tour categorie | es: | |
| 1) | evidence of the ability to write clearly and without errors (Excel Co | olumn L) | | |
| 2) | craft language for interesting and effective communication (Excel | Column M) | | |
| 3) | write across platforms effectively (Excel Column N) | | | |
| 4) | communicate to wide and diverse audiences (Excel Column O) | | | |
| *See | Appendix For Excel Sheet / Results | | | |
| External revie | wers reviewed 8 portfolios and received two links: 1) a link to a stude | ent portfolio, | and 2) a link to an online | |
| survey Fach I | reviewer was asked to review the student's work and rate the work o | n a 5-point-so | ale. | |
| 1= | Poor or no representation of Learning Outcome | | | |
| 2= | Somewhat poor representation of Learning Outcome | | | |
| 3= | Average representation of Learning Outcome | | | |
| 4= | Good representation of Learning Outcome | | | |
| 5= | Outstanding representation of Learning Outcome | | | |
| understanding | hip Assessment, supervisors provided an overall assessment of Learn of the writing, editing and production techniques of mass communication pervisors were asked to assess the student's work and rate the work Not Applicable Understanding Not Demonstrated Demonstrated Only Slightly Demonstrated Occasionally Demonstrated But Needs Work Demonstrated Well Expertly Demonstrated | in specialties | | arr |
| | | | | |
| Did your depa Yes, to score b | artment/program faculty have a goal set for this learning outcome? Detter than in 2016. | ⊠Yes | □No | |
| Provide a sun | nmary of the results from the assessment of Learning Outcome 7. | | 445.0 | |
| Internship Ass | sessment Score: The overall mean score was 6.70, which is significantly h | igher than the | 2016 score of 4.5. Goal | |
| achieved. | | | | |
| Portfolio Asse | ssment Score: The mean score was 3.65, which is a decline from 2016's | score of 4.08. | Goal not achieved. More wr | itin |

samples are key to displaying students' writing skills.

SMSC Professor Portfolio Score: 4.2

What do the results suggest about student achievement of this learning outcome?

Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms. Faculty need to do more portfolio reviews and must meet with industry leaders to understand best industry practices and what skills are expected by industry professionals when students graduate.

| Timeline for the Assessment | | |
|-----------------------------|---------|--------------------|
| □ Each Semester | ⊠Yearly | □ Every other year |

Appendix

| Page # | Document | |
|--------|--|--|
| 15. | Senior Exit Survey Sample | |
| 16. | Senior Interview questions | |
| 17. | Portfolio Assessment survey | |
| 22. | Portfolio Assessment Results – Excel Sheet | |
| 23. | Internship Evaluations by Supervisor | |

Senior Survey Sample

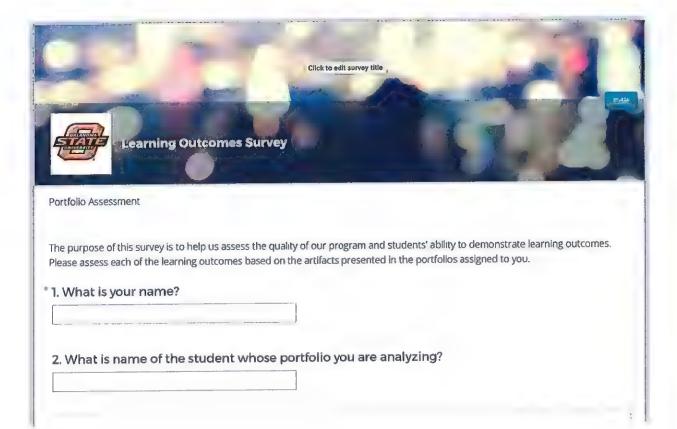
| Name: |
|---|
| Circle one answer that reflects your level of achievement: |
| Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and |
| terning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, logar loads and ethical principles involved in mass communication. |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| Learning Outcome 2: Students will demonstrate an understanding of the relevance of human diversity in mass |
| communication. |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree 1 |
| Learning Outcome 3: Students will demonstrate respect for the history and social role of mass communications. |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |
| Learning outcome 5: Students will demonstrate an understanding of the relevant theories and concepts of mass |
| communications. |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree - 1 |
| Learning outcome 8: Students will demonstrate an understanding of the relevant planning and management methods |
| in mass communication. |
| Strongly agree - 5 |
| Agree - 4 |
| Neutral - 3 |
| Disagree - 2 |
| Strongly disagree – 1 |

Senior Interview Questions

- 1. Now that you're about to graduate, what stands out most about your education in the past four years?
- 2. Do you plan to work in your field of study?
- 3. What subject matter / classes were the most difficult to learn in your major? How did you do in the class? Do you still remember what you learned?
- 4. What did you learn that you feel is most beneficial to you? Why?
- 5. Do you think diversity is important in your field of study? Why?
- 6. Do you think you learned a lot about the history of our profession?
- 7. Where do you think you will be in your career in five years?
- 8. What things would you have liked to learn that you didn't?
- 9. Would you feel comfortable researching and planning an event or campaign?
- 10. How do you feel about this accomplishment?

Congratulations! You're an alumnae or alumnus.

Portfolio Assessment Survey





Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

| Select the level of representation of the above learning outcome in the portfolio based on each of the following questions. |
|---|
| * 3. The ability to analyze complex situations accurately. |
| O No or poor representation of learning outcome. |
| Somewhat poor representation of learning outcome. |
| Average representation of learning outcome. |
| Good representation of learning outcome. |
| Outstanding representation of learning outcome. |
| * 4. The ability to craft innovative solutions to difficult problems. |
| No or poor representation of learning outcome. |
| Somewhat poor representation of learning outcome. |
| Average representation of learning outcome. |
| Good representation of learning outcome. |
| Outstanding representation of learning outcome. |
| * 5. The ability to look beyond what is obvious and understand what lies beneath the surface. |
| No or poor representation of learning outcome. |
| Somewhat poor representation of learning outcome. |
| Average representation of learning outcome. |
| Good representation of learning outcome. |
| Outstanding representation of learning outcome. |
| * 6. The ability to effectively communicate complex ideas and make them understandable. |
| No or poor representation of learning outcome. |
| Somewhat poor representation of learning outcome. |
| Average representation of learning outcome. |
| Good representation of learning outcome. |
| Outstanding representation of learning outsome. |



Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

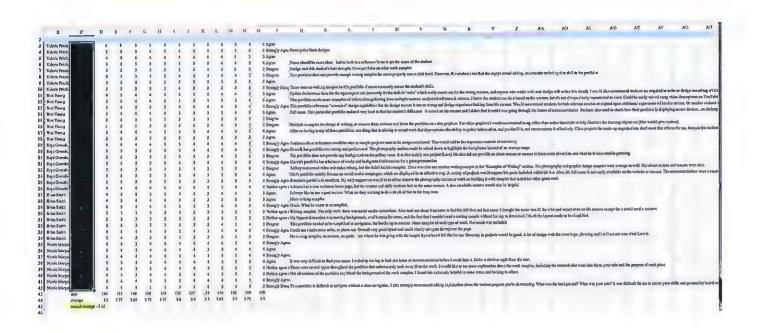
| Science and responding of the above resummer of the second |
|--|
| * 7. Evidence of the ability to gather information effectively and completely. |
| No or poor representation of learning outcome. |
| Somewhat poor representation of learning outcome. |
| Average representation of learning outcome. |
| Good representation of learning outcome. |
| Outstanding representation of learning outcome. |
| |
| * 8. Evidence of initiative and creativity in information gathering. |
| No or poor representation of learning outcome. |
| Somewhat poor representation of learning outcome. |
| Average representation of learning outcome. |
| Good representation of learning outcome. |
| Outstanding representation of learning outcome. |
| |
| * 9. The ability to use multiple methods and sources to research information. |
| No or poor representation of learning outcome. |
| Somewhat poor representation of learning outcome. |
| Average representation of learning outcome. |
| Good representation of learning outcome. |
| Outstanding representation of learning outcome. |
| * 10. The ability to effectively communicate how information was gathered. |
| No or poor representation of learning outcome. |
| Somewhat poor representation of learning outcome. |
| Average representation of learning outcome. |
| Good representation of learning outcome. |
| Outstanding representation of learning outcome. |

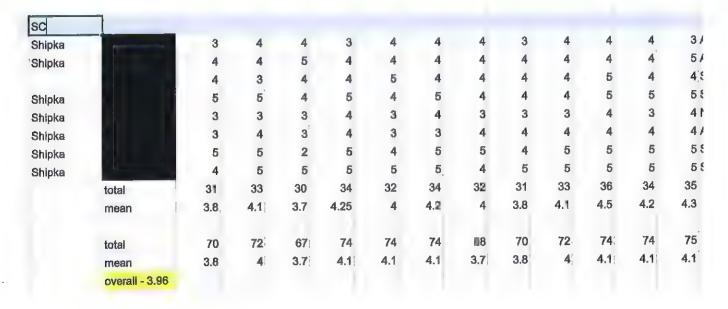


Thank you

We appreciate you sharing your time and expertise.

External Reviewer Results for SC Portfolios





Internship Supervisor Survey

| To what extent does the intern demonstrate the following characteristics? | Not applicable | Not demonstrated | Demonstrated | Demonstrated occasionally | Demonstrated but | Demonstrated well | Expertly demonstrated |
|---|----------------|------------------|--------------|---------------------------|------------------|-------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications. | | | | | | | |
| 2. An understanding of the relevance of human diversity in mass communications. | | | | | | | |
| An understanding of the history and social role of mass communications. | | | | | | | |
| 4. Critical, creative and individual thinking. | | | | | | | |
| 5. An understanding of the relevant theories and concepts of mass communications. | | | | | | | |
| 6. An understanding of the methods and techniques of research and information gathering. | | | | | | | |
| 7. Appropriate writing, editing and production techniques in mass communications. | | | | | | | |
| 8. An understanding of relevant planning and management methods in mass communications. | | | | | | | |

2016 - 2017 Annual Assessment Report

Bachelor of Arts Sports Media



School of Media & Strategic Communication Sports Media – Bachelor of Arts

Assessment Report Form 2016-2017

Date of Report: 8/30/2017

Name of Person Submitting Report: Gina J. Noble, Associate Director of Undergraduate Studies, School of Media & Strategic Communications

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2016-2017: 150

Number of students graduated in 2016-2017: 35

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

| - | |
|---|----------------------------------|
| | Critical thinking |
| | Creativity |
| | Global awareness |
| | Appreciation for the liberal art |
| | Adaptability |
| | Problem solving skills |
| | Diversity |
| | Leadership |

Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities?

Yes No

Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). Funds were also used to pay one SMSC professor to assess the same portfolios. The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

D. Student Learning Outcomes

NOTE...We have two degrees in sports media: a Bachelor of Science and a Bachelor of Arts. The only difference between the two is a foreign-language requirement in the Bachelor of Arts.

NOTE ..The following student learning outcomes are the same for each of the six degrees in the School of Media & Strategic Communication because of accreditation requirements set by our accrediting council – the Accrediting Council on Education in Journalism and Mass Communication http://www.acejmc.org/poicies-process/nine-standards/

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

| Assessment Method #1 - Graduatin | ng Senior Survey and Exit Interviews | |
|---|--|--|
| Learning Outcomes 1, 2, 3, 5, 8 | | |
| | | |
| D1) Chydant Lagraing Outcame #1: | Students will demonstrate an apprecia | tion of the constitutional |
| | | |
| freedoms, legal issues and ethical | principles involved in mass communicati | on. |
| Identify opportunities for students to lear | n this outcome during the 2016-2017 academic ye | ear: |
| All students are required to take the core | courses in Mass Communication Law and Medi | a Ethics. |
| How many students were included in the | assessment of this outcome? | |
| 5 | | |
| | | |
| How were students selected to participate Using a "graduating seniors" list provided be Each student was emailed and ask to participandomizer software. | e in the assessment of this outcome? By academic counselors, 10 SPM names were rande Cipate in a senior exit interview; all said yes. Five st | omly selected using <u>www.randomizer.com</u> . udents were then selected using the |
| Assessment Methods | | |
| Identify the method(s) used to assess this | learning outcome. Check all that apply. | |
| ⊠Survey | ☐ Satisfaction Survey | ⊠Interviews |
| ☐Rating of skills (e.g., rubrics) | ☐ Benchmarking | ☐ Performance or jury |
| ☐Analysis of written artifacts | ☐ Measuring effectiveness relative to | □Visual collection (photos, videos, etc. |
| ☐ Comprehensive, certification, or | professional standards | ☐ Review of student research |
| professional exam(s) | ☐ Review of thesis/dissertation/ creative | ☐Other (please specify): |
| ☐ Oral presentation | component | |
| □Course project | ☐ Capstone project | |
| | □Internship | |
| Surveys and interviews were conducted were assessment coordinator / associate of First, they were asked to take a survey for | learning experiences in the major - questions wer | Outcomes 1, 2, 3, 5 & 8. |
| The goal was to receive a mean score of a graduating seniors "agree" they understa | at least 4 (out of 5) on each question on the senior and and have an appreciation for the constitutional ication. This was the first year to specify a goal, and | l freedoms, legal issues and ethical |
| | | |
| Learning Outcome #1 score: 4.4 out of 5 | points. Goal achieved. | |
| The scale ratings included: | | 14 |
| 5 – strongly agree 4 – agree | 3 – neutral 2 – disagree 1 – strongly | disagree |

What do the results suggest about student achievement of this learning outcome?

Results indicate students were satisfied with their knowledge of constitutional freedoms, legal issues and ethical principles in mass communication. Three students "strongly agreed" and two students "agreed" they had a good understanding of the First Amendment. One student said there should be more emphasis regarding ethics and law in other classes.

During the interview, one student said he learned more in the Law class than in any other class, and all students recalled hearing about law and ethics in multiple classes. Three students said they were not comfortable discussing ethical principles and would not feel comfortable discussing ethical principles with professionals in the field.

The School should continue to discuss constitutional freedoms and ethical considerations across its curriculum.

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Sports Media curriculum, including but not limited to Sports in the Media and Contemporary Sports Media.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a "graduating seniors" list provided by academic counselors, 10 SPM names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

☐ Satisfaction Survey

⊠Interviews

Assessment Methods

⊠Survev

Identify the method(s) used to assess this learning outcome. Check all that apply.

| □ Rating of skills (e.g., rubrics) □ Analysis of written artifacts □ Comprehensive, certification, or professional exam(s) □ Oral presentation □ Course project | ☐ Benchmarking ☐ Measuring effectiveness relative to professional standards ☐ Review of thesis/dissertation/ creative component ☐ Capstone project ☐ Internship | ☐ Performance or jury ☐ Visual collection (photos, videos, etc. ☐ Review of student research ☐ Other (please specify): Click here to specify. | | |
|---|--|---|--|--|
| Surveys and interviews were conducted The assessment coordinator / associate First, they were asked to take a survey of | nod was implemented, administered, and/or conditional with graduating seniors, which measured Learning director conducted six senior exit interviews. and rank their skills for learning outcomes. (See Applicational Conditional Conditio | g Outcomes 1, 2, 3, 5 & 8. | | |
| The goal was to receive a mean score of graduating seniors "agree" they unders | have a goal set for this learning outcome? If at least 4 (out of 5) on each question in the senior tand and have learned a lot about the relevance and to specify a goal, and the goal was based on 2016. | id need for diversity in mass media and | | |

Provide a summary of the results from the assessment of Learning Outcome 2.

Learning Outcome #2 score: 4.6 out of 5 points. Goal achieved.

| The scale ratings included | d: | | | | |
|--|-----------------------------------|---|--|------------------------|--|
| 5 – strongly agree | 4 – agree | 3 – neutral | 2 – disagree | 1 – strongly d | isagree |
| | | | | | |
| What do the results sugg | rest about stud | ent achievement | of this learning ou | tcome? | |
| Students' survey scores y | vere 4.6/5, whi | ch indicates studer | nts strongly agreed | d and were satisfi- | ed in their learning and understanding |
| of diversity issues in mass | s communication | ons. Three student | s "strongly agreed | " and two studen | ts "agreed" they had a good |
| understanding of diversit | | | | | |
| | | | | In the second | |
| During the interview, all s | students agree | d they felt confider | nt in their understa | anding of diversit | y issues and all agreed they had |
| discussed diversity in sev | eral classes in t | neir major. | | | |
| The School should contin | ue to discuss d | iversity across its c | urriculum. | | |
| Timeline for the Assessm | nent | | | | |
| □ Each Semester | | ⊠Yearly | | | ☐ Every other year |
| | | | | | |
| D3) Student Learning | Outcome #3 | ; Students will | demonstrate re | espect for the | history and social role of mass |
| communications. | | | | | |
| | | | | | |
| Identify opportunities for | students to lea | rn this outcome d | uring the 2016-20 | 17 academic yea | r: |
| Ethics All of the courses i | nclude curricu he history of s | la on the history a ports media in the | and social role of e Sports in the Me | mass communica | ass Communication Law and Media ations. In addition, Sports Media Illy, an elective course in History of |
| How many students were | included in the | e assessment of th | is outcome? | | |
| 5 | | | | | |
| | | | | • | |
| How were students select | ed to participa | te in the assessme | int of this outcome | er wod Loorning Out | romes 1 2 3 5 & 8 |
| Surveys and interviews we The assessment coordinate | re conducted v | vith graduating ser | five MMI senior e | vit interviews. | comes 1, 2, 3, 3 & 6. |
| First, they were asked to ta | oke a survey an | d rank their skills f | or learning outcom | nes. (See append | ıx). |
| Next they were asked to t | alk about their | learning experience | es in the major – | questions were er | mbedded in the conversation to measure |
| Learning Outcomes (see a) | | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | • | | |
| | | | | | |
| Assessment Methods | | | | | |
| Identify the method(s) us | sed to assess th | is learning outcom | e. Check all that a | pply. | |
| ⊠Survey | | ☐ Satisfact | tion Survey | | ⊠Interviews |
| ☐ Rating of skills (e.g., ru | ibrics) | □Benchm | • | | ☐Performance or jury |
| ☐ Analysis of written art | | | ing effectiveness re | elative to | □Visual collection (photos, videos, etc.) |
| Comprehensive, certif | | | al standards | | ☐ Review of student research |
| professional exam(s) | | • | of thesis/dissertati | ion/ creative | ☐Other (please specify): |
| ☐Oral presentation | | | | | |
| | | componen | it . | | Click here to specify. |

 $\square \\ Internship$

| Describe the how the assessment method was implemented, administered, and/or conducted. Using a "graduating seniors" list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com . Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were | | | | | | |
|--|--|---|--|--|--|--|
| then selected using the randomizer softv | vare. | | | | | |
| The goal was to receive a mean score of a graduating seniors "agree" they understa | ave a goal set for this learning outcome? at least 4 (out of 5) on each question in the seni and and have learned a lot about the relevance of the specify a goal, and the goal was based on 201 | and need for diversity in mass media and | | | | |
| Provide a summary of the results from the assessment of Learning Outcome 3. Learning Outcome #3 score: 4.6 out of 5 points. Goal achieved. | | | | | | |
| Students' survey scores were 4.6/5, which | ent achievement of this learning outcome? h indicates students strongly agreed and were sommunications. Three students "strongly agreed becetal role of mass communications. | | | | | |
| The School is doing a good job of present and should continue on this path. | ing and incorporating the history and societal re | ole of mass communications in its curricula | | | | |
| Timeline for the Assessment | | | | | | |
| □ Each Semester | ⊠Yearly | ☐ Every other year | | | | |
| | | | | | | |
| 04) Student Learning Outcome #5: | Students will demonstrate an underst | anding of the relevant theories and | | | | |
| concepts of mass communication. | | | | | | |
| dentify opportunities for students to lear | n this outcome during the 2016-2017 academic | year: | | | | |
| All students are required to take the follo Communication Law and Media Ethics. A communications. In addition, Sports Med | owing core courses: Media in a Diverse Societ Il of the courses include material on the relev dia students are exposed to and asked to appl es in SPM, including the capstone course. | y, Electronic Communications, Mass ant theories and concepts of mass | | | | |
| low many students were included in the | assessment of this outcome? | | | | | |
| he assessment coordinator / associate dir irst, they were asked to take a survey and | e in the assessment of this outcome? th graduating seniors, which measured Learning ector conducted five senior exit interviews. rank their skills for learning outcomes. (See appearning experiences in the major – questions we | pendix). | | | | |
| Assessment Methods | | | | | | |
| Identify the method(s) used to assess this | | | | | | |
| ⊠Survey | ☐ Oral presentation | ☐Measuring effectiveness relative to professional standards | | | | |
| Rating of skills (e.g., rubrics) | ☐Course project ☐Satisfaction Survey | Review of thesis/dissertation/ creative | | | | |
| ☐ Analysis of written artifacts ☐ Comprehensive, certification, or | ☐ Benchmarking | component | | | | |
| professional exam(s) | - Delivering Miles | ☐Capstone project | | | | |

| □Internship ☑Interviews | ☐ Visual collection (photos, videos, etc.) ☐ Review of student research | Click here to specify. |
|--|---|---|
| ☐ Performance or jury | ☐Other (please specify): | |
| Using a "graduating seniors" list prov | ethod was implemented, administered, and/or cond- rided by academic counselors, 10 MMJ names were ra- was emailed and ask to participate in a senior exit into | ndomly selected using |
| then selected using the randomizer. | | |
| The goal was to receive a mean scongraduating seniors "agree" they und | Ity have a goal set for this learning outcome? E of at least 4 (out of 5) on each question in the senior erstand and have learned a lot about the relevance an ear to specify a goal, and the goal was based on 2016. | d need for diversity in mass media and |
| Provide a summary of the results fro Learning Outcome #5 score: 4.4 out | om the assessment of Learning Outcome 5. of 5 points. Goal achieved. | |
| The students agreed they learned | student achievement of this learning outcome? basic mass media theoretical concepts in their classors sports classes. Three said they were much less concept mes regarding their knowledge and/or application or pries in sports media. | nfident in this learning outcome as |
| The School should continue incorpor (Sports Media, Strategic Communica class and what theories are taught in | rating theoretical concepts of mass communications in tions and Multimedia Journalism) should meet once p n class. | its curricula. Each program's faculty er semester to discuss curriculum in each |
| Timeline for the Assessment | | |
| □Each Semester | ⊠Yearly | □ Every other year |
| D5) Student Learning Outcom management methods in mass | e fr8; Students will demonstrate an understan s communication. | ding of relevant planning and |
| | to learn this outcome during the 2016-2017 academi | |
| The following courses offer currice communications, more specifically all of the production courses. | ulum that emphasize the importance of relevant pla y Sports Media: Sports PR, Contemporary Sports me | nning and management methods in mass dia, Sports Writing, Data Journalism and |
| How many students were included | in the assessment of this outcome? | |
| 5 | | |
| Surveys and interviews were conduct. The assessment coordinator / associa | ticipate in the assessment of this outcome? ed with graduating seniors, which measured Learning of the director conducted five senior exit interviews. y and rank their skills for learning outcomes. (See appearance) | |

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure

Learning Outcomes (See appendix).

| Assessment Methods Identify the method(s) used to assess this le | earning outcome. Check all that apply. | |
|---|--|--|
| ☐ Rating of skills (e.g., rubrics) ☐ Analysis of written artifacts ☐ Comprehensive, certification, or professional exam(s) ☐ Oral presentation ☐ Course project | ☐ Satisfaction Survey ☐ Benchmarking ☐ Measuring effectiveness relative to professional standards ☐ Review of thesis/dissertation/ creative component ☐ Capstone project ☐ Internship | ☑ Interviews ☑ Performance or jury ☑ Visual collection (photos, videos, etc.) ☑ Review of student research ☑ Other (please specify): Click here to specify. |
| Using a "graduating seniors" list provided by | was implemented, administered, and/or condu by academic counselors, 10 MMJ names were rar mailed and ask to participate in a senior exit inte re | domly selected using |
| Did your department/program faculty have The goal was to receive a mean score of at | ve a goal set for this learning outcome? | Yes □No exit survey. |
| Provide a summary of the results from the Learning Outcome #8 score: 4.4 out of 5 p | e assessment of Learning Outcome 8. oints. Goal achieved. | |
| methods than when they started the mag | t achievement of this learning outcome? ed they were much better at planning and under jor, but both students said there could be more ts said planning wasn't highlighted in most of | e management classes to help those |
| Timeline for the Assessment | | |
| □ Each Semester | ⊠Yearly | ☐ Every other year |
| Assessment Method #2: External Red Learning Outcomes 4, 6 and 7 asse | view of Graduating Senior Portfolios + It | nternship Supervisor Evaluations |
| D6) Student Learning Outcome #4: they relate to individual disciplines | Students will demonstrate critical, crea in mass communication. | |

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing, reporting and production courses to critically assess information before presenting in the form of written or electronic artifacts.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

- 1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
- 2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

| Assessment Methods | | |
|------------------------------------|---|---|
| □Survey | ☐ Satisfaction Survey | □Interviews |
| ☑ Rating of skills (e.g., rubrics) | ☐Benchmarking | ☐Performance or jury |
| □Analysis of written artifacts | | ⊠Visual collection (photos, videos, etc.) |
| ☐ Comprehensive, certification, or | professional standards | ☐ Review of student research |
| professional exam(s) | ☐ Review of thesis/dissertation/ creative | ☐Other (please specify): |
| □Oral presentation | component | Click here to specify. |
| ☐ Course project | □ Capstone project | |
| | ⊠Internship | |

Describe how the assessment method was implemented, administered, and/or conducted.

In the portfolio assessment survey (see Appendix), Learning Outcome #4 is assessed in four categories:

- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)
- *See Appendix For Excel Sheet / Results

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

For the Internship Evaluation assessment survey (see Appendix), Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome?

Yes

No
External Reviewer Portfolio Assessment = the goal was to exceed 2016 scores, or better than a 4.25 out of 5.
Internship assessment = the goal was to exceed 2016 scores, or better than a 4.8 out of 7.
*New for 2017 — one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 4.

External Reviewers for Portfolios - the mean score was a 3.5 / 5, which is lower than the 4.25 / 5 score in 2016. The goal was not met. SMSC Professor / Portfolios: 3.75

<u>Internship Assessment</u> - the mean score was 5.8 / 7, which is a significant improvement from last years' score of 4.8. The goal was met.

What do the results suggest about student achievement of this learning outcome?

Portfolio score: The score indicates portfolios provided average representation of this learning outcome with room for improvement. Reviewers said there was not enough writing samples. Developing more writing assignments across curricula (that meet industry standards and best industry practices) and requiring more writing assignments be placed in the capstone portfolio is imperative. Furthermore, there needs to be more focus on helping students with portfolios in all upper-level classes. Faculty need to review student portfolios in each class to help students produce a professional portfolio. Capstone professors should review portfolios at the beginning and mid-semester to help students produce more professional work.

SMSC changed the way it recruits external reviewers, which may be the cause for lower portfolio scores. In 2017, the Assessment Coordinator asked SMSC alumni who had at least three-to-five years' experience working the communications field to review portfolios. In the past, SMSC used members of its Advisory Board to do the external portfolio reviews. However, many of the board members were no longer practicing professionals in the communications industry, which was cause for concern when they reviewed student work. Industry practices and technology change often and review of student work should reflect best industry practices.

Internship Evaluation score: The mean score indicates students are working and thinking more independently than in past years. Several classes in SMSC's curricula focus on critical thinking and creativity, and the evaluation results indicate the same. Students are prepared to think on their own to solve problems associated with MMJ, such as gathering information, finding sources, conducting interviews, writing, etc.

Timeline for the Assessment

| | | _ |
|-----------------|---------|--------------------|
| ☐ Each Semester | ⊠Yearly | ☐ Every other year |

D7) Student Learning Outcome #6: Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

- 1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
- 2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

| □Survey | | ☐Benchmarking | ☐ Performance or jury |
|-----------------------------------|--|---|---|
| ⊠Rating of sk | ills (e.g., rubrics) | | ☑Visual collection (photos, videos, etc.) |
| □ Analysis of v | Analysis of written artifacts | | ⊠ Review of student research |
| ☐Comprehensive, certification, or | Review of thesis/dissertation/ creative | Other (please specify): | |
| | rofessional exam(s) | component | Click here to specify. |
| □Oral presen | tation | ☐ Capstone project | |
| □Course proj | | | |
| ☐Satisfaction Survey | | □Interviews | |
| | | | |
| Describe the h | now the assessment metho | d was implemented, administered, and/or condu | icted. |
| In the Externa | l Reviewers Portfolio asses | sment, Learning Outcome #6 assessed if the stu | dents' work showed evidence for |
| 1. th | e ability to gather informa | ntion effectively and competently (Excel Column | н) |
| 2. ini | tiative and creativity in inf | formation gathering (Excel Column I) Fources for research (Excel Column J) | |
| 3. use | e multiple methous und so effectively communicate | how the information was gathered (Excel Colum | n K) |
| | Appendix For Excel Sheet | | , |
| Exter | nal reviewers reviewed 8 | portfolios and received two links: 1) a link to a s | tudent portfolio, and 2) a link to an |
| online survey. | | to review the student's work and rate the work | c on a 5-point-scale. |
| 1= | | tion of Learning Outcome | |
| 2= | | entation of Learning Outcome | |
| 3= | Average representation | | |
| 4= | Good representation of | | |
| 5= | Outstanding representa | ition of Learning Outcome | |
| In the Interns | hip Assessment, superviso | ors provided an overall assessment of Learning C | Outcome #6 - an understanding of the |
| | | ch and information gathering. Internship Super | visors were asked to assess the |
| | k and rate the work on a | 7-point-scale. | |
| 1. | Not Applicable 2 | | |
| 2. | Understanding Not De | | |
| 3. | Demonstrated Only Sli | | |
| 4. | Demonstrated Occasio | | |
| 5. | Demonstrated But Ne | eds work | |
| 6. | Demonstrated Well | 4 | |
| 7. | Expertly Demonstrate | d | |
| Did your depa | rtment/program faculty h | | Yes |
| Yes, to score b | etter than 4.4 / 5 (2016 Po | rtfolio score), and better than 4.5 /7 (2016 Interns | hip Score) |
| | | s selected to evaluate portfolios. | |
| Dravida a cum | many of the results from t | he assessment of Learning Outcome 6. | |
| Internable Ass | ecoment Score: The means | score was 5.4/7, which is a significant improvement | nt over 2016. Goal achieved. |
| Portfolio Asse | ssment Score: The mean so | ore was 3.47, which is lower than the 2016 score of | of 4.4 Goal not achieved. |
| . 5, 0,0,0,0,000 | | | |

What do the results suggest about student achievement of Learning Outcome 6?

SMSC Professor – Portfolios: 3.9

The score suggests students are slightly improving on their information gathering skills in internships and in class work, but there is still room for improvement. The portfolio score may be lower because of the switch in external reviewers from Advisory Board members to professionals working in the field. The faculty should find ways to incorporate more information gathering into class assignments, which will produce more writing samples. More writing samples give reviewers a better understanding of the students' information gathering skills. Faculty should work with outside professionals to make sure best industry practices are learned in college courses.

| Timeline for the Assessment | | |
|--|---|---|
| ☐ Each Semester | ⊠Yearly | ☐ Every other year |
| | Students will demonstrate an understan | ding of the writing, editing and |
| production techniques of mass com | munication specialties. | |
| dentify opportunities for students to lear | n this outcome during the 2016-2017 academic y | ear: |
| courses in their degree program. Sports S Journalism majors include: Reporting, Ele | e courses in Style and Structure and Electronic Contraction of trategic Communication majors include: Persurenting Sports Reporting, Editing, Data Journalisectronic Sports Reporting, and editing in productions in their capstone course. | asive Writing and Sports PR. Sports ism and Sports Writing. Sports |
| How many students were included in the a | | |
| How were students selected to participate | | |
| outcomes. The links to graduating stude received in Spring 2017. Portfolio links to student portfolios received, 5 were sele | | adsheet. 29 student portfolios were 1, <u>www.randomizer.com</u> . Of the 29 |
| | ms were randomly selected from a total of 19 s nted 26 percent of the internship evaluations. | sport media internship evaluations |
| Assessment Methods Identify the method(s) used to assess this | learning outcome. Check all that apply. | |
| □Survey | ☐Benchmarking | ☐Performance or jury |
| ⊠Rating of skills (e.g., rubrics) | ☑ Measuring effectiveness relative to | ⊠Visual collection (photos, videos, etc.) |
| ■Analysis of written artifacts | professional standards | ☐ Review of student research |
| ☐Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | ☐Other (please specify): Click here to specify. |
| □Oral presentation | | click fiere to specify. |
| □Course project | ⊠Internship | |
| | □Interviews | |

☐ Satisfaction Survey

| Describe the how the assessment method was implemented | , administered | , and/or conducted. |
|--|----------------|---------------------|
|--|----------------|---------------------|

In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #7 – student demonstrates an understanding of the writing, editing and production techniques of mass communication specialties
Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

| Did your department/program faculty have a goal set for this learning outcome? | ⊠Yes |
|---|------|
| Yes, to score better than in 2016 – Internship Evaluations (5.2/7) / Portfolios (4.2/5) | |

*New for 2017 - one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 7.

Internship Assessment Score: The overall mean score was 5.8, which is slightly higher than the 2016 score of 5.2. Goal achieved.

<u>Portfolio Assessment Score:</u> The mean score was 3.65, which is lower than in 2016. Goal not achieved. Faculty need to review portfolios in all classes, and more writing samples across different platforms need to be added to student portfolios.

SMSC Professor Portfolio Score: 3.8

What do the results suggest about student achievement of this learning outcome?

Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms. Faculty need to do more portfolio reviews and must meet with industry leaders to understand best industry practices and what skills are expected by industry professionals when students graduate.

| Timeline for the Assessment | | |
|-----------------------------|---------|--------------------|
| ☐ Each Semester | ⊠Yearly | ☐ Every other year |

 $\square N_{\Omega}$

^{*}See Appendix For Excel Sheet / Results

Appendix

| Page # | Document | |
|--------|--|--|
| 15. | Senior Exit Survey Sample | |
| 16. | Senior Interview questions | |
| 17. | Portfolio Assessment survey | |
| 22. | Portfolio Assessment Results - Excel Sheet | |
| 23. | Internship Evaluations by Supervisor | |

Senior Survey

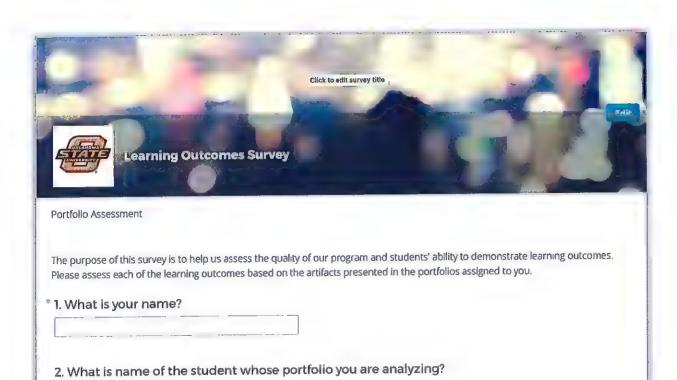
| Circle one answer that reflects your level of achievement: Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 Learning Outcome 2: Students will demonstrate an understanding of the relevance of human diversity in mass communication. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |
|--|
| ethical principles involved in mass communication. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 Learning Outcome 2: Students will demonstrate an understanding of the relevance of human diversity in mass communication. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |
| communication. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |
| |
| Learning Outcome 3: Students will demonstrate respect for the history and social role of mass communications. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |
| Learning outcome 5: Students will demonstrate an understanding of the relevant theories and concepts of mass communications. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |
| Learning outcome 8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 |

Senior Interview Questions

- 1. Now that you're about to graduate, what stands out most about your education in the past four years?
- 2. Do you plan to work in your field of study?
- 3. What subject matter / classes were the most difficult to learn in your major? How did you do in the class? Do you still remember what you learned?
- 4. What did you learn that you feel is most beneficial to you? Why?
- 5. Do you think diversity is important in your field of study? Why?
- 6. Do you think you learned a lot about the history of our profession?
- 7. Where do you think you will be in your career in five years?
- 8. What things would you have liked to learn that you didn't?
- 9. Would you feel comfortable researching and planning an event or campaign?
- 10. How do you feel about this accomplishment?

Congratulations! You're an alumnae or alumnus.

Portfolio Assessment Survey





Learning Outcome 4

| Learning Outcome 4: Demonstrate critical, creative and individual thinking. | |
|---|--|
| Select the level of representation of the above learning outcome in the portfolio based on each of the following questions. | |
| * 3. The ability to analyze complex situations accurately. | |
| No or poor representation of learning outcome. | |
| Somewhat poor representation of learning outcome. | |
| Average representation of learning outcome. | |
| ○ Good representation of learning outcome. | |
| Outstanding representation of learning outcome. | |
| | |
| * 4. The ability to craft innovative solutions to difficult problems. | |
| No or poor representation of learning outcome. | |
| Somewhat poor representation of learning outcome. | |
| Average representation of learning outcome. | |
| Good representation of learning outcome. | |
| Outstanding representation of learning outcome. | |
| | |
| * 5. The ability to look beyond what is obvious and understand what lies beneath the surface. | |
| No or poor representation of learning outcome. | |
| Somewhat poor representation of learning outcome. | |
| Average representation of learning outcome. | |
| Good representation of learning outcome. | |
| Outstanding representation of learning outcome. | |
| * 6. The ability to effectively communicate complex ideas and make them understandable. | |
| No or poor representation of learning outcome. | |
| Somewhat poor representation of learning outcome. | |
| | |
| Average representation of learning outcome. | |
| Good representation of learning outcome. | |
| Outstanding representation of learning outcome. | |



Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

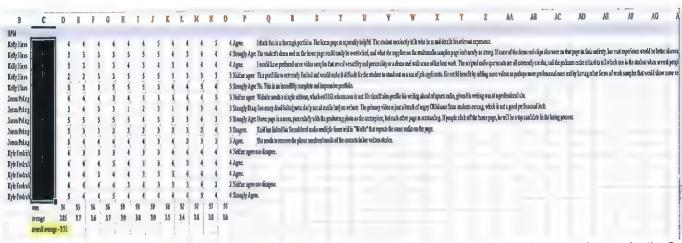
| Jeicer | The level of the processing of |
|----------|--|
| * 7. Evi | dence of the ability to gather information effectively and completely. |
| ○ No | or poor representation of learning outcome. |
| O Soi | mewhat poor representation of learning outcome. |
| O Ave | erage representation of learning outcome. |
| ○ Go | od representation of learning outcome. |
| Ou | ststanding representation of learning outcome. |
| * 8. Evi | dence of initiative and creativity in information gathering. |
| O No | or poor representation of learning outcome. |
| ○ Sor | mewhat poor representation of learning outcome. |
| ○ Ave | erage representation of learning outcome. |
| ○ Go | od representation of learning outcome. |
| Ou | tstanding representation of learning outcome. |
| * 9. The | e ability to use multiple methods and sources to research information. |
| O No | or poor representation of learning outcome. |
| ○ Sor | mewhat poor representation of learning outcome. |
| O Ave | erage representation of learning outcome. |
| ○ Go | od representation of learning outcome, |
| Ou | tstanding representation of learning outcome. |
| * 10. Th | ne ability to effectively communicate how information was gathered. |
| O No | or poor representation of learning outcome. |
| ○ So | mewhat poor representation of learning outcome. |
| O Av | erage representation of learning outcome. |
| ○ Go | ood representation of learning outcome. |
| OL | utstanding representation of learning outcome. |



Thank you

We appreciate you sharing your time and expertise.

External Reviewer Results - Portfolios



Column P question for reviewers: Is the portfolio professional and will it help the student find employment after graduation?

| В | С | D | E | F | G | Н | 1 | j | K | L | М | N | 0 |
|---------|-------|-----|-------------------------|-----|-----|-----|---------|--------|--------|-----|----------------|---------|-------|
| SPM ··· | | | principal de la company | 200 | 2) | | 52° 165 | 1 45 2 | 130 30 | | Contraction of | T. STEW | E 493 |
| Shipka | | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 |
| Shipka | -7 13 | 3, | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 3 |
| Shipka | | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 |
| Shipka | | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | . 4 |
| Shipka | ike s | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 |
| | total | | | | | | | | | | | , | |
| | mean | 3.8 | 3.8 | 3.6 | 3.8 | 4.2 | 4 | 3.6 | 3.8 | 3.8 | 3.8 | 3.8 | 3.8 |

Internship Supervisor Survey

| To what extent does the intern demonstrate the following characteristics? | Not applicable | Not demonstrated | Demonstrated only slightly | Demonstrated occasionally | Demonstrated but needs work | Demonstrated well | Expertly demonstrated |
|---|----------------|------------------|----------------------------|---------------------------|-----------------------------|-------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications. | | | | | | | |
| 2. An understanding of the relevance of human diversity in mass communications. | | | | | | | |
| 3. An understanding of the history and social role of mass communications. | | | | | | | |
| 4. Critical, creative and individual thinking. | | | | | | | |
| 5. An understanding of the relevant theories and concepts of mass communications. | | | | | | | |
| 6. An understanding of the methods and techniques of research and information gathering. | | | | | | | |
| 7. Appropriate writing, editing and production techniques in mass communications. | | | | | | | |
| 8. An understanding of relevant planning and management methods in mass communications. | | | | | | | |

2016 - 2017 Annual Assessment Report

Bachelor of Science Sports Media



School of Media & Strategic Communication Sports Media – Bachelor of Science

Assessment Report Form 2016-2017

Date of Report: 8/30/2017

Name of Person Submitting Report: Gina J. Noble, Associate Director of Undergraduate Studies, School of Media & Strategic Communications

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2016-2017: 150

Number of students graduated in 2016-2017: 35

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

| Critical thinking |
|-----------------------------------|
| Creativity |
| Global awareness |
| Appreciation for the liberal arts |
| Adaptability |
| Problem solving skills |
| Diversity |
| Leadership |
| Community involvement |

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities?

Yes
No
Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). Funds were also used to pay one SMSC professor to assess the same portfolios. The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

D. Student Learning Outcomes

NOTE...We have two degrees in sports media: a Bachelor of Science and a Bachelor of Arts. The only difference between the two is a foreign-language requirement in the Bachelor of Arts.

NOTE...The following student learning outcomes are the same for each of the six degrees in the School of Media & Strategic Communication because of accreditation requirements set by our accrediting council – the Accrediting Council on Education in Journalism and Mass Communication http://www.acejmc.org/policies-process/nine-standards/

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

| Assessment Method #1 – Graduatio | ng Senior Survey and Exit Interviews | |
|--|--|--|
| Learning Outcomes 1, 2, 3, 5, 8 | , | |
| Ecuming Outdomes Ly Ly Cy Cy Cy | | |
| D1) Student Learning Outcome #1: | Students will demonstrate an apprecia | tion of the constitutional |
| freedoms, legal issues and ethical | principles involved in mass communicati | on. |
| Identify opportunities for students to lear | n this outcome during the 2016-2017 academic ye | ear: |
| All students are required to take the core | e courses in Mass Communication Law and Medi | a Ethics. |
| How many students were included in the 5 | assessment of this outcome? | |
| How were students selected to participate Using a "graduating seniors" list provided be Each student was emailed and ask to participate randomizer software. | e in the assessment of this outcome? by academic counselors, 10 SPM names were rando cipate in a senior exit interview; all said yes. Five st | omly selected using <u>www.randomizer.com</u> . udents were then selected using the |
| Assessment Methods Identify the method(s) used to assess this | learning outcome. Check all that apply. | |
| Survey □Rating of skills (e.g., rubrics) □Analysis of written artifacts □Comprehensive, certification, or professional exam(s) □Oral presentation □Course project Describe the how the assessment methor | □Satisfaction Survey □Benchmarking □Measuring effectiveness relative to professional standards □Review of thesis/dissertation/ creative component □Capstone project □Internship | ☑Interviews ☐Performance or jury ☐Visual collection (photos, videos, etc. ☐Review of student research ☐Other (please specify): |
| Surveys and interviews were conducted to The assessment coordinator / associate of First, they were asked to take a survey for | with graduating seniors, which measured Learning lirector conducted five MMJ senior exit interviews. Ir Learning Outcomes (See appendix). I learning experiences in the major – questions wer | Outcomes 1, 2, 3, 5 & 8. |
| The goal was to receive a mean score of graduating seniors "agree" they understa | ave a goal set for this learning outcome? at least 4 (out of 5) on each question on the senior and and have an appreciation for the constitutional dication. This was the first year to specify a goal, and | I freedoms, legal issues and ethical |
| Provide a summary of the results from t | he assessment of Learning Outcome 1. | |
| Learning Outcome #1 score: 4.4 out of 5 The scale ratings included: | | |
| 5 – strongly agree 4 – agree | 3 – neutral 2 – disagree 1 – strongly | disagree |

What do the results suggest about student achievement of this learning outcome?

Results indicate students were satisfied with their knowledge of constitutional freedoms, legal issues and ethical principles in mass communication. Three students "strongly agreed" and two students "agreed" they had a good understanding of the First Amendment. One student said there should be more emphasis regarding ethics and law in other classes.

During the interview, one student said he learned more in the Law class than in any other class, and all students recalled hearing about law and ethics in multiple classes. Three students said they were not comfortable discussing ethical principles and would not feel comfortable discussing ethical principles with professionals in the field.

The School should continue to discuss constitutional freedoms and ethical considerations across its curriculum.

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Sports Media curriculum, including but not limited to Sports in the Media and Contemporary Sports Media.

| How many students were | included in the assessi | ment of this outcome? |
|------------------------|-------------------------|-----------------------|
| 5 | | |

How were students selected to participate in the assessment of this outcome?

Using a "graduating seniors" list provided by academic counselors, 10 SPM names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

| Assessment Methods Identify the method(s) used to assess this | learning outcome. Check all that apply. | |
|--|---|---|
| ⊠Survey □Rating of skills (e.g., rubrics) □Analysis of written artifacts □Comprehensive, certification, or professional exam(s) □Oral presentation □Course project | □Satisfaction Survey □Benchmarking □Measuring effectiveness relative to professional standards □Review of thesis/dissertation/ creative component □Capstone project | ☑Interviews ☑Performance or jury ☑Visual collection (photos, videos, etc.) ☑Review of student research ☑Other (please specify): Click here to specify. |
| Surveys and interviews were conducted The assessment coordinator / associate First, they were asked to take a survey a | □Internship nod was implemented, administered, and/or cond with graduating seniors, which measured Learning director conducted six senior exit interviews. and rank their skills for learning outcomes. (See Applir learning experiences in the major – questions we indix). | outcomes 1, 2, 3, 5 & 8. |
| The goal was to receive a mean score of graduating seniors "agree" they underst | have a goal set for this learning outcome? That least 4 (out of 5) on each question in the senior tand and have learned a lot about the relevance and to specify a goal, and the goal was based on 2016 | d need for diversity in mass media and |
| Provide a summary of the results from | the assessment of Learning Outcome 2. | |

Learning Outcome #2 score: 4.6 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree 4 – agree 3 – neutral 2 – disagree 1 – strongly disagree

| What do the results suggest about student achievement of this learning outcome? Students' survey scores were 4.6/5, which indicates students strongly agreed and were satisfied in their learning and understanding of diversity issues in mass communications. Three students "strongly agreed" and two students "agreed" they had a good understanding of diversity issues. | | | | | | |
|--|---|---|--|--|--|--|
| During the interview, all students agreed they felt confident in their understanding of diversity issues and all agreed they had discussed diversity in several classes in their major. | | | | | | |
| The School should continue to discuss d | iversity across its curriculum. | | | | | |
| Timeline for the Assessment | | | | | | |
| □ Each Semester | ⊠Yearly | ☐ Every other year | | | | |
| [12] Charlent Learning Outcome #9 | : Students will demonstrate respect for th | e history and social role of muss | | | | |
| communications. | . Saudents with demonstrate respect for th | e motory and social role of mass | | | | |
| | | | | | | |
| | rn this outcome during the 2016-2017 academic ye | | | | | |
| Ethics, All of the courses include curricu | lowing core courses: Media in a Diverse Society, I la on the history and social role of mass commun ports media in the Sports in the Media course. Fi ifered to students. | ications. In addition, Sports Media | | | | |
| | | | | | | |
| How many students were included in the 5 | assessment of this outcome? | | | | | |
| How were students selected to participa | te in the assessment of this outcome? | | | | | |
| Surveys and interviews were conducted w | rith graduating seniors, which measured Learning O irector conducted five MMJ senior exit interviews. | utcomes 1, 2, 3, 5 & 8. | | | | |
| First, they were asked to take a survey an | d rank their skills for learning outcomes. (See appen | dix). | | | | |
| Next, they were asked to talk about their Learning Outcomes (see appendix). | learning experiences in the major – questions were | embedded in the conversation to measure | | | | |
| Assessment Methods Identify the method(s) used to assess th | is learning outcome. Check all that apply. | | | | | |
| Survey □Rating of skills (e.g., rubrics) □Analysis of written artifacts □Comprehensive, certification, or professional exam(s) □Oral presentation □Course project | □Satisfaction Survey □Benchmarking □ Measuring effectiveness relative to professional standards □ Review of thesis/dissertation/ creative component □ Capstone project □ Internship | ☑Interviews ☐Performance or jury ☐Visual collection (photos, videos, etc.) ☐Review of student research ☐Other (please specify): Click here to specify. | | | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

| | l by academic counselors, 10 MMJ names were r emailed and ask to participate in a senior exit in are. | |
|---|--|--|
| The goal was to receive a mean score of a graduating seniors "agree" they understa | ave a goal set for this learning outcome? It least 4 (out of 5) on each question in the seniound and have learned a lot about the relevance a specify a goal, and the goal was based on 2016 | nd need for diversity in mass media and |
| Provide a summary of the results from the Learning Outcome #3 score: 4.6 out of 5 | | |
| Students' survey scores were 4.6/5, which | ent achievement of this learning outcome? h indicates students strongly agreed and were sa ommunications. Three students "strongly agreed ccietal role of mass communications. | |
| The School is doing a good job of present and should continue on this path. | ing and incorporating the history and societal ro | le of mass communications in its curricula |
| Timeline for the Assessment | | |
| □ Each Semester | ⊠Yearly | ☐ Every other year |
| concepts of mass communication. dentify opportunities for students to learn All students are required to take the follow Communication Law and Media Ethics. A communications. In addition, Sports Med | Students will demonstrate an understand this outcome during the 2016-2017 academic owing core courses: Media in a Diverse Society II of the courses include material on the relevation students are exposed to and asked to apply its in SPM, including the capstone course. | year: , Electronic Communications, Mass int theories and concepts of mass |
| How many students were included in the a | | |
| The assessment coordinator / associate dir First, they were asked to take a survey and | e in the assessment of this outcome? th graduating seniors, which measured Learning ector conducted five senior exit interviews. rank their skills for learning outcomes. (See apprearning experiences in the major – questions were | endix). |
| Assessment Methods | | |
| Identify the method(s) used to assess this | | Deview of thesis /discortation / creative |
| Survey | ☐Course project ☐Satisfaction Survey | ☐ Review of thesis/dissertation/ creative component |
| ☐Rating of skills (e.g., rubrics) ☐Analysis of written artifacts | ☐ Benchmarking | □Capstone project |
| Comprehensive, certification, or | ☐ Measuring effectiveness relative to | □Internship |
| mediaprenensive, certification, or | | |
| professional exam(s) | professional standards | ⊠Interviews |

| □Visual collection (photos, videos, etc.) □Review of student research | ☐ Other (please specify): Click here to specify. | | |
|---|---|--|---|
| Describe the how the assessment method w Using a "graduating seniors" list provided by www.randomizer.com. Each student was em- then selected using the randomizer. | academic counselors, 10 MMJ names we | re randomly select | |
| Did your department/program faculty have The goal was to receive a mean score of at le graduating seniors "agree" they understand a communications. This was the first year to sp | ast 4 (out of 5) on each question in the se and have learned a lot about the relevanc | e and need for div | □No which would indicate versity in mass media and |
| Provide a summary of the results from the a Learning Outcome #5 score: 4.4 out of 5 point | | | |
| What do the results suggest about student at the students agreed they learned basic may recall discussing theories during any sports compared to other learning outcomes regard emphasis should be placed on theories in st | ess media theoretical concepts in their of classes. Three said they were much les ording their knowledge and/or application ports media. | s confident in this on of theoretical | s learning outcome as concepts. One said more |
| (Sports Media, Strategic Communications and class and what theories are taught in class. | d Multimedia Journalism) should meet or | ce per semester to | o discuss curriculum in each |
| Timeline for the Assessment | | | |
| ☐ Each Semester | ⊠Yeariy | □Every o | other year |
| | | | |
| D5) Student Learning Outcome #8: St management methods in mass comm | | itanding of rele | vent planning and |
| Identify opportunities for students to learn | this outcome during the 2016-2017 acad | lemic year: | |
| The following courses offer curriculum tha communications, more specifically Sports all of the production courses. | t emphasize the importance of relevant Media: Sports PR, Contemporary Sports | t planning and ma media, Sports W | anagement methods in mas: /riting, Data Journalism and |
| How many students were included in the as | sessment of this outcome? | | |

How were students selected to participate in the assessment of this outcome?

5

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (See appendix).

| Identify the method(s) used to assess th | is learning outcome. Check all that apply. | |
|--|--|---|
| Survey ☐Rating of skills (e.g., rubrics) ☐Analysis of written artifacts ☐Comprehensive, certification, or professional exam(s) ☐Oral presentation ☐Course project | ☐ Satisfaction Survey ☐ Benchmarking ☐ Measuring effectiveness relative to professional standards ☐ Review of thesis/dissertation/ creative component ☐ Capstone project ☐ Internship | ⊠Interviews □Performance or jury □Visual collection (photos, videos, etc.) □Review of student research □Other (please specify): Click here to specify. |
| Using a "graduating seniors" list provide | hod was implemented, administered, and/or conducted by academic counselors, 10 MMJ names were ran | ndomly selected using |
| | as emailed and ask to participate in a senior exit inte | erview; all said yes. Five students were |
| then selected using the randomizer sof | tware | |
| Did your department/program faculty The goal was to receive a mean score o | have a goal set for this learning outcome? | Yes □No exit survey. |
| Provide a summary of the results from | the assessment of Learning Outcome 8. | |
| Learning Outcome #8 score: 4.4 out of | 5 points. Goal achieved. | |
| Two of the students interviewed indi- methods than when they started the | dent achievement of this learning outcome? cated they were much better at planning and und major, but both students said there could be mor dents said planning wasn't highlighted in most of | e management classes to help those |
| Timeline for the Assessment | | |
| ☐ Each Semester | ⊠Yearly | ☐ Every other year |
| | | |

D6) Student Learning Outcome IIA: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing, reporting and production courses to critically assess information before presenting in the form of written or electronic artifacts.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

Learning Outcomes 4, 6 and 7 assessed

How were students selected to participate in the assessment of this outcome?

- 1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
- 2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

| Assessment Methods | ☐ Satisfaction Survey | □Interviews |
|--------------------------------------|---|---|
| Survey | , | |
| ⊠Rating of skills (e.g., rubrics) | □ Benchmarking | ☐Performance or jury |
| ☐ Analysis of written artifacts | | ⊠Visual collection (photos, videos, etc.) |
| ☐Comprehensive, certification, or | professional standards | ☐ Review of student research |
| professional exam(s) | ☐ Review of thesis/dissertation/ creative | ☐Other (please specify): |
| ☐ Oral presentation | component | Click here to specify. |
| ☐Course project | □ Capstone project | |
| | ⊠Internship | |
| | | |
| Describe how the assessment method v | vas implemented, administered, and/or conducted | d. |

In the portfolio assessment survey (see Appendix), Learning Outcome #4 is assessed in four categories:

- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

*See Appendix For Excel Sheet / Results

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

For the Internship Evaluation assessment survey (see Appendix), Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5

 □ Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

| Did your department/program faculty have a goal set for this learning outcome? | | □No |
|--|---------------|-----------|
| External Reviewer Portfolio Assessment = the goal was to exceed 2016 scores, or bette | r than a 4.25 | out of 5. |
| internship assessment = the goal was to exceed 2016 scores, or better than a 4.8 out o | f 7. | |
| *New for 2017 – one SMSC professor was selected to evaluate portfolios. | | |

Provide a summary of the results from the assessment of Learning Outcome 4.

External Reviewers for Portfolios - the mean score was a 3.5 / 5, which is lower than the 4.25 / 5 score in 2016. The goal was not met. SMSC Professor / Portfolios: 3.75

<u>Internship Assessment</u> - the mean score was 5.8 / 7, which is a significant improvement from last years' score of 4.8. The goal was met.

What do the results suggest about student achievement of this learning outcome?

Portfolio score: The score indicates portfolios provided average representation of this learning outcome with room for improvement. Reviewers said there was not enough writing samples. Developing more writing assignments across curricula (that meet industry standards and best industry practices) and requiring more writing assignments be placed in the capstone portfolio is imperative. Furthermore, there needs to be more focus on helping students with portfolios in all upper-level classes. Faculty need to review student portfolios in each class to help students produce a professional portfolio. Capstone professors should review portfolios at the beginning and mid-semester to help students produce more professional work.

SMSC changed the way it recruits external reviewers, which may be the cause for lower portfolio scores. In 2017, the Assessment Coordinator asked SMSC alumni who had at least three-to-five years' experience working the communications field to review portfolios. In the past, SMSC used members of its Advisory Board to do the external portfolio reviews. However, many of the board members were no longer practicing professionals in the communications industry, which was cause for concern when they reviewed student work. Industry practices and technology change often and review of student work should reflect best industry practices.

Internship Evaluation score: The mean score indicates students are working and thinking more independently than in past years. Several classes in SMSC's curricula focus on critical thinking and creativity, and the evaluation results indicate the same. Students are prepared to think on their own to solve problems associated with MMJ, such as gathering information, finding sources, conducting interviews, writing, etc.

| Timeline for the Assessment | | |
|-----------------------------|-----------------|--------------------|
| □ Each Semester | ⊠ Yearly | ☐ Every other year |

D7) Studem Learning Outcome #6: Students will demonstrate on understanding of the methods and techniques of research and information gathering.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

- 1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
- 2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

| Assessment Me Identify the met | thods thod(s) used to assess this le | earning outcome. Check all that apply. | |
|---|--|--|---|
| □Survey | | ☐Benchmarking | ☐ Performance or jury |
| ☑Rating of skill | s (e.g., rubrics) | | |
| ☐Analysis of w | | professional standards | ☑ Review of student research |
| | ive, certification, or | ☐ Review of thesis/dissertation/ creative | ☐Other (please specify): |
| professional ex | | component | Click here to specify. |
| ☐Oral presenta | ation | ☐ Capstone project | |
| ☐Course proje | ct | ⊠Internship | |
| ☐Satisfaction S | | □Interviews | |
| | | was implemented, administered, and/or condument, Learning Outcome #6 assessed if the stu | |
| 1. the 2. initi 3. use 4. to *See | ability to gather information and creativity in information multiple methods and sourceffectively communicate happendix For Excel Sheet and reviewed 8 rev | cion effectively and competently (Excel Column ormation gathering (Excel Column I) surces for research (Excel Column I) ow the information was gathered (Excel Column I) Results controlling and received two links: 1) a link to a second | an K) Student portfolio, and 2) a link to an |
| | Each reviewer was asked | to review the student's work and rate the wor ion of Learning Outcome | K Off a 3-point-scale. |
| 1= 2= | Somewhat poor represe | ntation of Learning Outcome | |
| 3= | Average representation | of Learning Outcome | |
| 4= | Good representation of | Learning Outcome | |
| 5= | | tion of Learning Outcome | |
| methods and t | techniques used in researd k and rate the work on a 7 | rs provided an overall assessment of Learning of hand information gathering. Internship Super f-point-scale. | Outcome #6 - an understanding of the ryisors were asked to assess the |
| 1. | Not Applicable 2 | and the state of | |
| 2. | Understanding Not Del | | |
| 3. | Demonstrated Only Sli | | |
| 4. | Demonstrated Occasio Demonstrated But Nee | ndiy | |
| 5. | Demonstrated Well | :us work | |
| 6. | | | |
| 7. | Expertly Demonstrated | | |
| Ves. to score b | etter than 4.4 / 5 (2016 Pol | ve a goal set for this learning outcome? rtfolio score), and better than 4.5 /7 (2016 Internits selected to evaluate portfolios. | ☑Yes ☐No ship Score) |
| Provide a sum | mary of the results from the | ne assessment of Learning Outcome 6. | |
| to to some later A and | seement Score: The mean s | core was 5.4/7, which is a significant improvement | ent over 2016. Goal achieved. |
| Portfolio Asses | ssment Score: The mean sc | ore was 3.77, which is lower than the 2016 score | of 4.4 Goal not achieved. |

What do the results suggest about student achievement of Learning Outcome 6?

SMSC Professor - Portfolios: 3.9

The score suggests students are slightly improving on their information gathering skills in internships and in class work, but there is still room for improvement. The portfolio score may be lower because of the switch in external reviewers from Advisory Board

members to professionals working in the field. The faculty should find ways to incorporate more information gathering into class assignments, which will produce more writing samples. More writing samples give reviewers a better understanding of the students' information gathering skills. Faculty should work with outside professionals to make sure best industry practices are learned in college courses.

| college courses. | | |
|---|---|---|
| Timeline for the Assessment | | |
| ☐ Each Semester | ⊠Yearly | ☐ Every other year |
| | e #7: Students will demonstrate an understand | ding of the writing, editing and |
| production techniques of mass | communication specialties. | |
| Identify opportunities for students t | to learn this outcome during the 2016-2017 academic years | ear: |
| courses in their degree program. S Journalism majors include: Reporti | e core courses in Style and Structure and Electronic Coorts Strategic Communication majors include: Persuang, Electronic Sports Reporting, Editing, Data Journalisng, Electronic Sports Reporting, and editing in producting se skills in their capstone course. | asive Writing and Sports PR. Sports sm and Sports Writing. Sports |
| How many students were included in 10: Internship assessment (5) and Po | | |
| | icipate in the assessment of this outcome? | |
| part of their capstone class. At the outcomes. The links to graduating received in Spring 2017. Portfolio | lio with artifacts created throughout the program and e advanced level, the artifacts available in seniors' por s students' digital portfolios were entered into a sprea links were selected using the online randomizing tool re selected for assessment, or 17 percent. | tfolios were used to assess the learning dsheet. 29 student portfolios were |
| · | on forms were randomly selected from a total of 19 s presented 26 percent of the internship evaluations. | port media internship evaluations |
| Assessment Methods Identify the method(s) used to asse | ss this learning outcome. Check all that apply. | |
| □Survey | ☐Benchmarking | ☐ Performance or jury |
| ☑Rating of skills (e.g., rubrics) | ☑ Measuring effectiveness relative to | ⊠Visual collection (photos, videos, etc. |
| ☑Analysis of written artifacts | professional standards | ☐ Review of student research |
| ☐Comprehensive, certification, or professional exam(s) | ☐ Review of thesis/dissertation/ creative component | Other (please specify): |
| ☐Oral presentation | ☑ Capstone project | Click here to specify. |
| | ☑Internship | |

□Interviews

☐Course project

☐Satisfaction Survey

| Descri | be the h | ow the assessment method was implemented, administered, and/or o | conducted. | | |
|------------------|----------------------|---|-----------------|--|---------|
| In the | External | Reviewers Portfolio assessment, Learning Outcome #7 is assessed in | tour categorie | es: | |
| | 1) | evidence of the ability to write clearly and without errors (Excel C | Column L) | | |
| | 2) | craft language for interesting and effective communication (Excel | Column M) | | |
| | 3) | write across platforms effectively (Excel Column N) | | | |
| | 4) | communicate to wide and diverse audiences (Excel Column O) | | | |
| | *See | Appendix For Excel Sheet / Results | | | |
| Extern | al revie | wers reviewed 8 portfolios and received two links: 1) a link to a stud | ent portfolio, | and 2) a link to an onlir | ne |
| survey | . Each r | eviewer was asked to review the student's work and rate the work of | n a 5-point-so | cale. | |
| Jul 1 11 7 | 1= | Poor or no representation of Learning Outcome | | | |
| | 2= | Somewhat poor representation of Learning Outcome | | | |
| | 3= | Average representation of Learning Outcome | | | |
| | 4= | Good representation of Learning Outcome | | | |
| | 5= | Outstanding representation of Learning Outcome | | | |
| unders | tandina | nip Assessment, supervisors provided an overall assessment of Learr of the writing, editing and production techniques of mass communication pervisors were asked to assess the student's work and rate the work | on specialties | | ites an |
| | 1 = | Not Applicable | | | |
| | 2 = | Understanding Not Demonstrated | | | |
| | 3 = | Demonstrated Only Slightly | | | |
| | 4 = | Demonstrated Occasionally | | | |
| | 5 = | Demonstrated But Needs Work | | | |
| | 6 = | Demonstrated Well | | | |
| | 7 = | Expertly Demonstrated | | | |
| Yes, to | score b | rtment/program faculty have a goal set for this learning outcome? etter than in 2016 – Internship Evaluations (5.2/7) / Portfolios (4.2/5) – one SMSC professor was selected to evaluate portfolios. | ⊠Yes | □No | |
| Provid Intern | le a sum ship Ass | mary of the results from the assessment of Learning Outcome 7. essment Score: The overall mean score was 5.8, which is slightly higher | than the 2016 | score of 5.2. Goal achiev | /ed. |
| Portfo | lio Asses | ssment Score: The mean score was 3.65, which is lower than in 2016. Go | oal not achieve | ed. Faculty need to review udent portfolios. | W |

SMSC Professor Portfolio Score: 3.8

What do the results suggest about student achievement of this learning outcome?

Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms. Faculty need to do more portfolio reviews and must meet with industry leaders to understand best industry practices and what skills are expected by industry professionals when students graduate.

| Timeline for the Assessment | | |
|-----------------------------|---------|--------------------|
| ☐ Each Semester | ⊠Yearly | ☐ Every other year |

Appendix

| Page # | Document | |
|--------|--|--|
| 15. | Senior Exit Survey Sample | |
| 16. | Senior Interview questions | |
| 17. | Portfolio Assessment survey | |
| 22. | Portfolio Assessment Results – Excel Sheet | |
| 23. | Internship Evaluations by Supervisor | |

Senior Survey

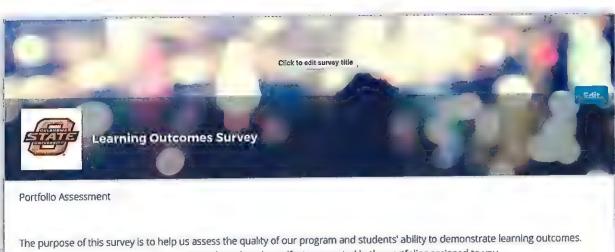
| Name: | |
|---|----|
| Circle one answer that reflects your level of achievement: | |
| Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues an ethical principles involved in mass communication. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 | d |
| Learning Outcome 2: Students will demonstrate an understanding of the relevance of human diversity in mass communication. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 | is |
| Learning Outcome 3: Students will demonstrate respect for the history and social role of mass communications. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 | |
| Learning outcome 5: Students will demonstrate an understanding of the relevant theories and concepts of mass communications. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 | 55 |
| Learning outcome 8: Students will demonstrate an understanding of the relevant planning and management method in mass communication. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1 | ak |

Senior Interview Questions

- 1. Now that you're about to graduate, what stands out most about your education in the past four years?
- 2. Do you plan to work in your field of study?
- 3. What subject matter / classes were the most difficult to learn in your major? How did you do in the class? Do you still remember what you learned?
- 4. What did you learn that you feel is most beneficial to you? Why?
- 5. Do you think diversity is important in your field of study? Why?
- 6. Do you think you learned a lot about the history of our profession?
- 7. Where do you think you will be in your career in five years?
- 8. What things would you have liked to learn that you didn't?
- 9. Would you feel comfortable researching and planning an event or campaign?
- 10. How do you feel about this accomplishment?

Congratulations! You're an alumnae or alumnus.

Partiolio Assessment Survey



Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you.

* 1. What is your name?

2. What is name of the student whose portfolio you are analyzing?



Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

| Learning Outcome 4. Demonstrate Critical account and management |
|---|
| Select the level of representation of the above learning outcome in the portfolio based on each of the following questions. |
| * 3. The ability to analyze complex situations accurately. |
| No or poor representation of learning outcome. |
| Somewhat poor representation of learning outcome. |
| Average representation of learning outcome. |
| Good representation of learning outcome. |
| Outstanding representation of learning outcome. |
| * 4. The ability to craft innovative solutions to difficult problems. |
| No or poor representation of learning outcome. |
| Somewhat poor representation of learning outcome. |
| Average representation of learning outcome. |
| ○ Good representation of learning outcome. |
| Outstanding representation of learning outcome. |
| * 5. The ability to look beyond what is obvious and understand what lies beneath the surface |
| No or poor representation of learning outcome. |
| Somewhat poor representation of learning outcome. |
| Average representation of learning outcome. |
| Good representation of learning outcome. |
| Outstanding representation of learning outcome. |
| * 6. The ability to effectively communicate complex ideas and make them understandable. |
| No or poor representation of learning outcome. |
| Somewhat poor representation of learning outcome. |
| Average representation of learning outcome. |
| O Good representation of learning outcome. |
| () Outstanding representation of learning outcome. |

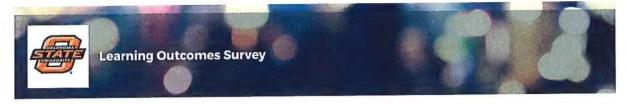


Learning Outcome 6

Average representation of learning outcome.
 Good representation of learning outcome.

Outstanding representation of learning outcome.

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering. Select the level of representation of the above learning outcome in the portfolio based on each of the following questions. * 7. Evidence of the ability to gather information effectively and completely. No or poor representation of learning outcome. Somewhat poor representation of learning outcome. Average representation of learning outcome. Good representation of learning outcome. Outstanding representation of learning outcome. * 8. Evidence of initiative and creativity in information gathering. No or poor representation of learning outcome. Somewhat poor representation of learning outcome. Average representation of learning outcome. Good representation of learning outcome. Outstanding representation of learning outcome. * 9. The ability to use multiple methods and sources to research information. No or poor representation of learning outcome. Somewhat poor representation of learning outcome. Average representation of learning outcome. O Good representation of learning outcome. Outstanding representation of learning outcome. * 10. The ability to effectively communicate how information was gathered. No or poor representation of learning outcome. Somewhat poor representation of learning outcome.



Thank you

We appreciate you sharing your time and expertise.

External Reviewer Results - Portfolios

| D | C | D | E | F | G | H | 1 | F | K | L | M | H | 0 | - 1 | Q | R | 5 | T | Ð | γ | W | X | Y | Z | AA | AB | AC | AD | AE | AF | AG |
|---------------|----------|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------------|--------------------|--------------|------------------|--------------------|-------------------|------------------------------|-----------------|--------------|------------------|-----------------|--------------------|-----------------|-----------------|-----------------|---------------------------|-----------------|-----------------|
| ZM . | | 700 | a | | | W. | | | W | | | | | | | | | | | | | | | | | | | | | | |
| ally Hass | | 4 | - (| 4 | 4 | - 4 | - | 1 | | | | 5 | 4 | Agree. | ltick für is | adorophy | estálio. The ho | ceppi is ex | cially helpful." | The student no | circly leb t | ho be is and | leouis his relev | nt esperience. | | | | | | | |
| ely lines | | 3 | 3 | 3 | 3 | 5 | 5 | 1 | | 1 | 1 | -4 | 4 | Strongly Ag | re The state of s | demo red an | the home page | codd casily be | क्योशीर्थ व | lapst stern | plica on the s | nlinela s | ples page isalt | ध्यों) स काव्यु | Home of the d | kao nel dips | sko vere en i | ut page in thei | restirety, ber v | ud experience s | rould be better |
| elly liaes | | 3 | 3 | 1 | 3 | - 1 | 3 | - | ! | 1 | 1 | - 4 | | Agree. | 1wedd kne | prised m | ne video sample | ड किंद्र अलाहती पर | wityadjo | szelityere d | का अर्थ कांग्रे | some of his | est work. The s | ripled radio sp | etocasts are all a | tready ciril | u, and the pod | usts make it k | म्ब्रे ट ४ ी कार्य | one is the stad | est stes sever |
| dly lines | | 2 | 2 | 3 | 3 | 5 | 3 | 1 | 1 | 1 | 3 | 1 | 3 | Nation up | n Disportation | is atomly | Build adve | elimie káfi | icals for the sta | dent to stand or | tinseedj | ch applicant | . He could bene | fa by adding m | ce videos or ped | pale moss buy | resident coes i | of phrise | ther forms of w | ork samples du | d would show i |
| elly lines | | 5 | 5 | - 5 | 5 | 5 | 5 | 1 | 1 | 1 | . 1 | 4 | 5 | Stroply Ap | re No. This is a | incredibly a | coplete and im | preside portful | ia. | | | | | | | | | | | _ | |
| wa Nieg | | 4 | 4 | 4 | 3 | 4 | 5 | 1 | 1 | 1 | 1 | 5 | | | | | | | | | | | | | i a professional : | | | | | | |
| gald an | | 3 | - 6 | 1 | 3 | - 1 | 2 | 1 | | 1 | 1 | 4 | 1 | Strongly D. | ną Teo many de | tue) chii la | icately social o | načiu ber) co vi | hire. The prin | ay viko i je | tabuckel | ngy Othic | na Size stoles | sousig, which | h is not a good p | referenceal loc | Ł | | | | |
| ones Poling | | 5 | 5 | 5 | 5 | 3 | 4 | 1 | 1 | | | 1 | 5 | Smooth A | re llocae page is | a mess, part | celedy with the | potatis pla | to as the costs | piece, bat esch | other page is | omincing | If people click | A the home pay | s, he nülben k | pendidak in | the grand but | WE. | | | |
| uces Poling | 1" | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 1 | -4 | 3 | Dagee. | Xiillas lid | ed lis Somi | cloud and o area | liçk tines vik | o Yest to | (मुंबर्ड दिश् _र) | ne mán co t | ie pige. | | | | | | | | | |
| ne Pring | I" | 5 | 4 | - 6 | 4 | 4 | - 4 | 1 | | 1 | 1 | 1 | 1 | Ages. | The sands to | neuve de p | hose sembersie | mails of the on | akideni | des stories. | | | | | | | | | | | |
| (yk Fredrick | " | - 4 | 3 | 1 | 3 | 4 | 3 | 3 | | 1 | (1 | - 4 | - 4 | Neider syn | e nor diagree. | | | | | | | | | - | | | _ | | _ | - | |
| (yle fredrick | | 4 | - 4 | - 4 | 5 | + | 5 | - ! | 1 | 1 | | -1 | - 6 | Apre | | | | | | | _ | 1 | | | | | - | | - | - | |
| (yle Fredrick | | 4 | - 6 | 3 | 4 | + | 3 | 1 | . ! | | 1 | - | - 4 | Apre | | | | | | | | | | | | | | - | | | |
| yle Frodrick | | 4 | - (| 4 | - 4 | 3 | - 4 | 1 | 1 | | | 2 | 2 | Neither age | e cor diagree. | | | 1 | | | | | | | | | | | - | | |
| yle findrick | | 5 | - (| 4 | 5 | 4 | - 4 | 4 | | (4 | , | -4 | - 4 | Songly A | ree | | | | | | | | | - | | | - | | | | |
| 1 | un . | 54 | 56 | 56 | 55 | 39 | 58 | 39 | 55 | Ω | 57 | 57 | 55 | | | | | | | | | | | - | | | | | 1 | - | |
| 1 | seage | 345 | IJ | 3.6 | 3.7 | 39 | 38 | 19 | 35 | 1.6 | 31 | 3.8 | 16 | | | | | | | | | | | - | | - | | - | - | - | |
| 4 | nerd arm | 17.6-5 | 1 | | | | | | | | | | | | | | | | | | - | 1 | | - | | | - | | 1 | - | |

Column P question for reviewers: Is the portfolio professional and will it help the student find employment after graduation?

| В | С | D | E | F | G | H | I | J | K | L | M | N | 0 |
|--------|---------------|-----------|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-------|
| SPM | I Family part | THE PARTY | | | | | | | | | | | N NEW |
| Shipka | | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 |
| Shipka | 1 13 7 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 3 |
| Shipka | | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 |
| Shipka | | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 4 |
| Shipka | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 |
| | total | | | | | | | | | | | | |
| | mean | 3.8 | 3.8 | 3.6 | 3.8 | 4.2 | 4 | 3.6 | 3.8 | 3.8 | 3.8 | 3.8 | 3.8 |
| | | | | | | | | | | | | | |

Internship Supervisor Survey

| To what extent does the intern demonstrate the following characteristics? | Not applicable | Not demonstrated | Demonstrated only slightly | Demonstrated occasionally | Demonstrated but needs work | Demonstrated well | Expertly demonstrated |
|---|----------------|------------------|----------------------------|---------------------------|-----------------------------|-------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications. | | | | | | | |
| An understanding of the relevance of human diversity in mass communications. | | | | | | | |
| An understanding of the history and social role of mass communications. | | | | | | | |
| 4. Critical, creative and individual thinking. | | | | | | | |
| 5. An understanding of the relevant theories and concepts of mass communications. | | | | | | | |
| 6. An understanding of the methods and techniques of research and information gathering. | | | | | | | |
| 7. Appropriate writing, editing and production techniques in mass communications. | | | | | | | |
| 8. An understanding of relevant planning and management methods in mass communications. | | | | | | | |